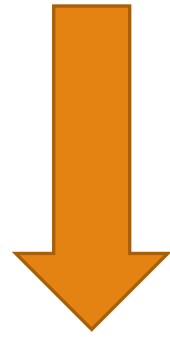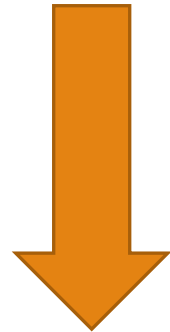# Designing Effective Coursebook

Dr. MOHAMMED ALI HUSSAIN

CLINICAL BIOCHEMISTRY DEPT.

University: Vision and Mission

Colleges: Vision and Mission

Departments: Vision and Mission

University: Vision and Mission

HOME ⌄   DIVISIONS ⌄   COLLEGES ⌄   FEATURES ⌄   SERVICES ⌄   EVENTS ⌄   ALUMNI

HAWLER MEDICAL UNIVERSITY

VISION AND MISSION

Hawler Medical University is intended to be an innovative center of excellence in learning and research while supporting students and researchers committed to assist the community. The aim is to promote the development of students to reach their true potential in becoming competent, ethical, caring and inquiring doctors, dentists, pharmacists and nurses as well as visionary leaders.

Hawler Medical University is committed to academic freedom and the principles of equal opportunity with no discrimination in delivering its services and applying knowledge with high standards of intellectual, educational and research productivity. It is intended to become a learning institution that provides education and research services in all fields of health and education like a modern medical university in a well-developed country.

HAWLER MEDICAL UNIVERSITY

# University: Vision and Mission
Clinical Biochemistry Dept.:

Vision

The vision of the department of Clinical Biochemistry is to be committed to excellence in biochemistry education as well as scientific research and community services through the Department's academic and research expertise through collaboration with other relevant national and international departments and institutions.

Mission

To advance the science and practice of clinical chemistry and laboratory through quality leadership and innovation excellence in professional training, standard of patient care, research, improved communication and understanding of disease through training courses, workshops, To prepare competent graduates with outstanding capabilities which help them understand the biochemical basics of biological processes inside the human body, both in sickness and disease, and to pursue scientific research in all medical domains.

Course Design and Review Model
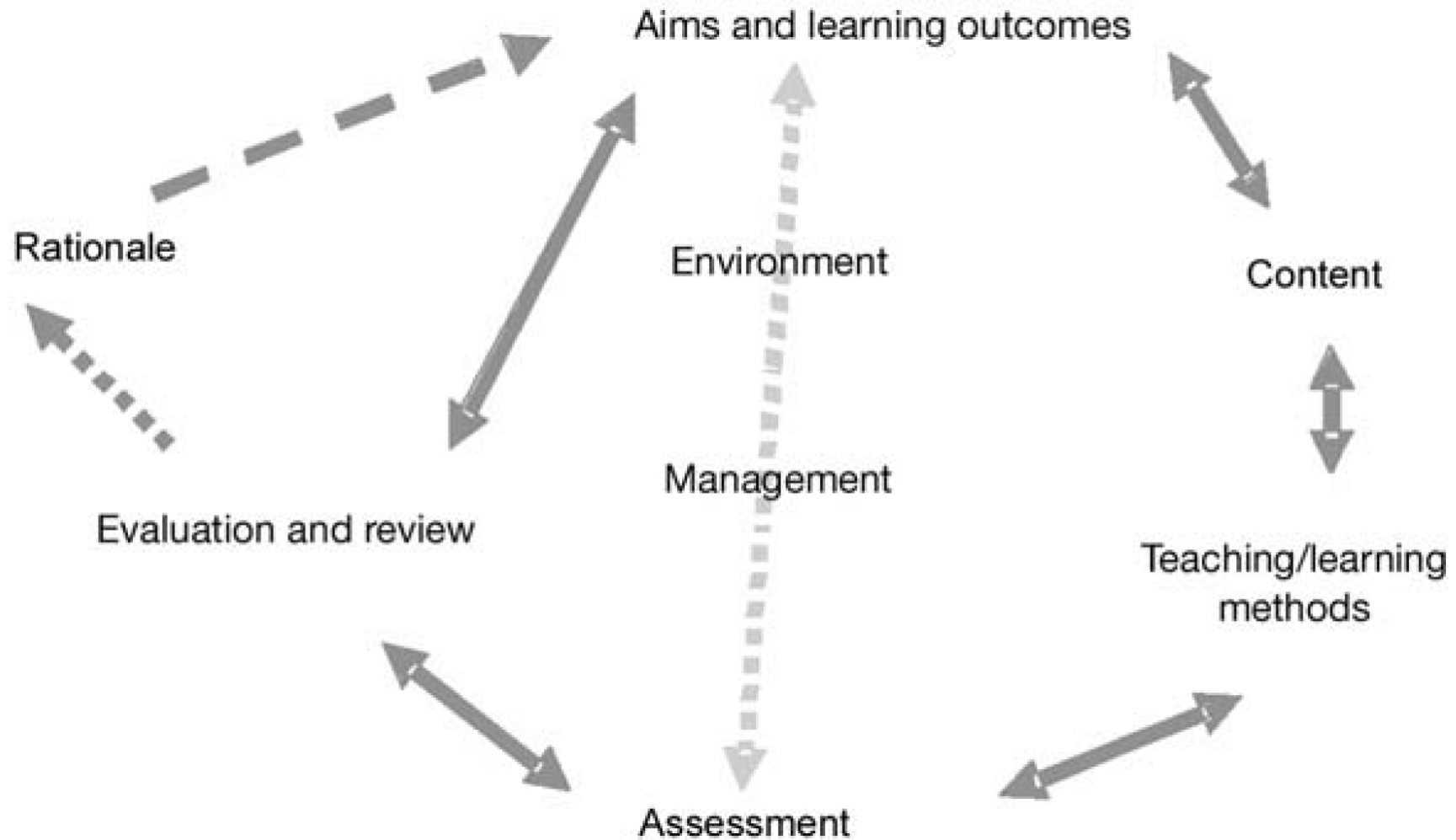
Design cycle	Design question
Rationale	Why are we doing this?
Aims and learning outcomes	What should the learners be able to do?
Content	What content will be needed to achieve it?
Teaching/learning methods	How are we planning to enable it?
Assessment	How will we know that the learners have achieved the goals?
Environment	What support will the learners need?
Management	How will we make it happen?
Evaluation and review	How might it be improved?
Rationale	Is this still valid?

Aims and Learning Outcome

Aims are **broad and general** statements of educational intent, and should inform students of the **overall** purpose of a course, program or module. They often written in provider (lecturer/tutor) rather than receiver (student) terms.

Learning outcomes are more focused and indicate what a student will be expected to do at various points during and/or at the end of a course of study. Typically, learning outcomes specify the minimum requirement at the point of assessment for the award of credit.

Learning Outcomes: SMART

S pecific		**Provide detail about particular aspects of the expectations.**
M eaningful		**Written in language that is understandable to students and other staff.**
A ppropriate		**Suit the learners' abilities and experience, and satisfy the required standards.**
R ealistic		**Are achievable given time constraints, available resources, etc.**
T estable		**Some measure of progress/achievement towards them can be made.**

Example: Aim and Learning Outcome

Historical method: a case study of Boudicca

Aim To introduce students to some of the basic problems that concern historians when dealing with sources of evidence.

Outcomes By the end of the module, students should be able (at a basic level) to:

- produce a critical assessment of the sources
- formulate, test and modify a hypothesis
- suggest various explanations for the revolt
- assess the impact and implications of the revolt.

Content of a Lecture

Heisenberg Uncertainty Principle could be the content of the lecture, but are the students expected to:

- recall it
- be aware of it
- derive it
- apply it
- describe the life work of Heisenberg
- discuss how uncertain the Uncertainty Principle is?

Course Overview

Learning Outcome

- Are the intended learning outcomes reasonable given the contextual issues?

- How well do my content and methods work to ensure that students can achieve the learning outcomes?

- What learning outcomes outside of course content do I have (i.e., writing skills, presentation skills)? Are my outcomes theory-based and/or skill-based?

- Are the learning outcomes specific, attainable, and measurable?

Content

- What resources will I use and where do I find them (i.e., journals, libraries, student bibliographies, online searches, etc.)?

- What has been used in the past (i.e., textbooks, reading packages, notes packages, computer packages, etc.)?

- What will I teach? Are there department regulations regarding curriculum?

- Do the students have pre-requisite knowledge or do I need to refresh them?

- What will I teach each class? How much can I cover? How long are my classes?

- How much time should I spend on each topic area?

Teaching Methods

- What teaching methods am I familiar with? Comfortable with?

- What methods fit with my own teaching philosophy?

- What methods are my students likely to be familiar with? Comfortable with?

- What other methods might I consider for this course? What methods would I like to learn more about?

Assessment

- What assessment tools will I use (i.e., assignments, exams, projects, collaborative work, peer assessment)? Why?

- What am I trying to accomplish by using these tools? What do I want the students to get out of them? Are they consistent with my beliefs about student learning?

- Given the classroom environment I wish to create, how well do my assessment methods work toward creating this environment? What could I change to improve the fit?

- How do my assessments help students learn the difficult concepts in my course?

Thanks for your attention....